

P27 cmc475

DUBLIN EXPRESS.
18 OCT 1916.

WORK OF WOMEN PATROLS

Meeting of National Union in Dublin

A meeting of the National Union of Women Workers was held last night at 5 Leinster street, Dublin, Mrs. Starkie presiding, and there being a good attendance.

The Chairman regretted the absence of Lady Wright, President, who would have liked to welcome the Hon. Mrs. Franklin, and to welcome them in their new rooms. She thought everyone would agree that much had been done in the face of what seemed to be insuperable difficulties by Lady Wright and Miss Storey.

Miss Storey outlined the work of the Union.

The Hon. Mrs. Franklin dealt with special objects of the Union, including the women patrol movement, to meet special difficulties, which she forecasted would lead to the appointment of lady policemen. She said there were 65 places where patrols were working, but that did not mean that their efforts were confined to these places. The patrols had been loved and admired for their work in every part of the United Kingdom by the authorities, both military and police, by whom they had been recognised. The Union were considering the question of sending a deputation to the Treasury on the question of the war bonus to clerks, because women were classed in this respect with boys under 18 years, although they were doing three times the work that had been done before. Proceeding, the speaker referred to the use of their Consultative Committee, and many phases of useful work done on behalf of women.

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WORCESTER DAILY TIMES MAR 15
1917

WORCESTER JOURNAL MAR 17
1917

PARENTS' NATIONAL EDUCATIONAL UNION.

By kind permission of Miss Sparling, a meeting was held with the object of inaugurating the Worcester Branch of the Parents' National Educational Union at the Alice Otway School on Tuesday afternoon. Viscountess Cobham presided, and said she had pleasure in helping to inaugurate so valuable a piece of work. After telling the audience that her married daughters were members, and had introduced the P.N.E.U. to her notice, she strongly urged all present to avail themselves of the opportunity of attending the lectures which would be arranged for members of the Branch, and to read the books and pamphlets published by the Union. She then introduced the lecturer, the Hon. Mrs. Franklin, who spoke of the underlying principles of the Union and emphasised the many advantages it offered to its members. She pointed out that it formed a meeting ground for parents and teachers, where they could each influence and help the other for the good of the child.

Mrs. Franklin said we were no longer in an age when instinct, even if supplemented by love, was considered sufficient for the difficult task of training and teaching a child, and that the growth of the Union in the last 30 years indicated the feeling of earnest-minded parents that they needed the help and knowledge which professional educationists were able to obtain. She emphasised the value of the "Parents' Review" with its articles dealing with children of all ages, and giving hints on the physical, mental, and spiritual side of child training. Part of her address was occupied with an account of the House of Education at Ambleside, where young ladies are trained as teachers in homes and schools, the demand for whom greatly exceeds the supply. She also spoke of the Correspondence School, with its 3,000 pupils in homes and schools, and mentioned the fact that eighteen Council schools were now following the curriculum and employing the methods laid down by Charlotte M. Mason. Mrs. Franklin called attention to the various pamphlets and to the Home Education Series of the Union, especially mentioning the three pamphlets entitled "A Liberal Education," which described the work of the Pioneer Council School in a mining village in Yorkshire.

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A vote of thanks to Mrs. Franklin was most sympathetically moved by Mr. Preston, the Headmaster of Malvern College, who, both as a father and a schoolmaster, welcomed the establishment of a local branch.

This was seconded by Lady Urwick. Lady Cobham then called upon Mrs. H. E. Powell, the Hon. Secretary of the Branch, who announced that a provisional programme had been arranged, and that the Rev. and Hon. E. Lytton had promised to give the first address. She also said that she would be very glad to give tickets for this lecture, and supply all information concerning the Branch to anyone who would apply to her at Upper Wick, near Worcester.

After a vote of thanks to Lady Cobham (moved by Mrs. Cherry and seconded by Mrs. Cloughton), the audience, which numbered about 80, were entertained at tea, during which many people gave in their names as members. Much literature was sold, and the many questions put to Mrs. Franklin showed that she had succeeded in interesting her audience.

We gather from the report that the Union was founded in 1887 by Charlotte M. Mason. Its Presidents are the Marquess and Marchioness of Aberdeen. The Archbishop of Canterbury and the Earl of Lytton are among the Vice-Presidents. The Union numbers about 40 branches.

The following form the Committee of the Worcester Branch:—President, Viscountess Cobham; Vice-Presidents, the Dean of Worcester and Mr. F. S. Preston; Committee: Miss Baird (West Malvern), Dr. and Mrs. Bates, Mr. J. W. Willis Bund, Dr. and Mrs. Bunting, Mrs. Cuming, Mrs. Duncan, Mrs. Gillett, Mrs. Holt-Needham, Mr. R. G. Routh (Bromsgrove School), Miss Spurling, Lady Urwick, Mrs. Watson, and the Hon. Secretary and Treasurer.

PARENTS AND EDUCATION

A "HOUSE-WARMING" AT GRAVESEND.

The Hon. Mrs. Franklin gave an illuminating address at the Gravesend Proprietary School on Wednesday afternoon, in advocacy of the aims and objects of the Parents' National Educational Union. Incidentally it was also a "house-warming" of the new home of the school, which is now at Wrotham Lodge, and which impressed everyone with its suitability in every way as a seminary for boys. A large number of parents and those interested in education—including the Mayor and Mayoress—were present, and in a very kind and thoughtful way hospitality was extended by Mr. and Mrs. C. B. Gutteridge, the principals.

There was a time, said the Hon. Mrs. Franklin (who has an easy, happy style of speaking), when people would have thought it absurd for a schoolmaster to invite a mother to come and talk about the education of her children; in fact, she did not know whether that man was mythical who said he wished boys were born without parents. But now schoolmasters and parents felt that unless they worked hand in hand the best could not be done for the children. Parents wanted to know what the ideals of the children were; they no longer felt they had played their part when they had clothed and fed their child, and paid the school fees. They knew there was more to be done to fit the child to play his part in a world that was more and more difficult. As time went on more was expected of a child, and more would be expected. The value of every human being was enhanced by the horrors of the war, and parents, realising this, asked more and more that help might be given them to fit their children for life ahead. It was with the object of affording this help that the Parents' Union was founded by Miss Mason. It was not a new institution. It had been in existence 23 years, and had 40 or 50 branches. Many children had benefited by it. The Union did not give out recipes or hand-books as to what to do; it worked on lines that would produce receptive and enthusiastic human beings imbued with feelings of sympathy and the powers of imagination. The power of imagination! Every child had it. Mrs. Franklin went on to deride the habit of too much talk on the part of the parent to the child; the great need of the parent was to study the character of the child, and of the law which governed human beings, not because they were all alike, but because they were all different. A child could be spoiled by over-indulgence, as well as by harsh treatment. The speaker concluded by referring to the advantages of the Union. For 10s. subscription members received a copy of the Parents' Review, dealing with matters of educative interest and value; there were also free lectures, opportunities for co-operation and consultation between parents and teachers who met on common ground, and reading courses for the benefit of the children.

A discussion followed, and at the close Mrs. Franklin was warmly thanked for her address by the Mayor (who reminded the company that he was educated by Mr. Gutteridge's father), and Mr. W. T. Hayward (who stated that the happiest years of his single life were connected with matters scholastic).

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JULY 1917.

NEWSPAPER?

An Excellent Society.

The Parents' National Educational Union, that admirable society that has done so much steady and valuable work in a quiet but persistent manner, held its twenty-first Annual Conference at Bedford College during Baby Week—a rather happy coincidence.

We are apt to think that many of our pet theories regarding the education and upbringing of children, are the last word in novelty, but it was pointed out by the Hon. Mrs. Franklin (Hon. Organising Secretary of the P.N.E.U.), that every one of these modern ideas is to be found in the original propaganda of the Union published thirty years ago, and that what were then regarded as startling innovations are now ideas with which we are, at any rate, familiar, even if they are not yet as widely accepted and put into practice as they should be.

I very strongly advise parents, and all who are interested in the welfare and right training of young children, to get in touch with the P.N.E.U., and make a study of its methods.

IRISH TIMES.

Dec: 1st 1917.

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MISS MASON'S EDUCATIONAL SCHEME.

Miss Charlotte Mason's educational scheme was explained to the students of the Training College, Marlborough street, Dublin, on Tuesday afternoon, in the College lecture theatre, by the Hon. Mrs. Franklin. Lord Frederick FitzGerald presided.

The Hon. Mrs. Franklin, who is Hon. Organising Secretary of the Parents' National Education Union, said that the founder of the scheme believed that her methods gave greater power of concentration and of individual learning, and greater simplicity of mind. Miss Mason did not believe in class distinction among children in education; she held that the right kind of liberal education should be open to all. It was as criminal to starve the mind of a child as it was to starve its body. Everyone interested in children believed that everything was not right in their educational methods; that often children when they left school had not the power of going on and educating themselves. They wanted to give the children of the poor especially the power of changing their thoughts from the worries of life to its joys. These powers were obtained by giving children interesting and arresting work, and that was given by Miss Mason's scheme. The teachers found that the system gave them more time for correction and preparation.

Finally—and this is the most important point—Lord Samuel is sozusagen ein Haus, um dort den Kaffee Ecke, ausserhalb der Zeit. In einer Zeit, in der man sich nicht um die Zeit kümmern muss, sondern nur um die Zeit, in der man sich um die Zeit kümmern muss.

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FREMAN'S
JOURNAL

In the Lecture Theatre of the Marlborough Street Training College yesterday the Hon. Mrs. Franklin delivered an address on the subject of Miss Charlotte Mason's scheme of education.

The Right Hon. Lord Frederick Fitzgerald, who presided over a large attendance, explained that Mrs. Franklin was the hon. organising secretary of the Parents' National Education Union, which had been in existence for a quarter of a century, and had done a power of good across the water. This scheme of education would be new to most of them. One or two schools in Ireland had taken it up, and he was sure when they heard the scheme they would be much interested.

Mrs. Franklin, in the course of her address, said that this particular scheme of education had been in operation for the last 25 years, and was first introduced in private families. It was, she went on to say, as criminal to starve the minds of children as it was to starve the bodies.

Everybody who was interested in children felt all was not absolutely right in the education of our young people. Had they, when they left the schools the power to go on? Had they opinions based on knowledge of the past, of character, of motives? They wanted to give the children the power of changing their thoughts from the worries and the anxieties and the troubles to the joys of life, the joys which cost nothing, but which were to be had if once opened to them by teachers' and educationalists.

Give the Children the Right Books.

They wanted them to be able to call up when they were at their workshops the small ideas they had read of, to help and cheer them. These results could be attained by giving the children books to read which arrested their attention, and on which their minds would be concentrated. The system also gave the teachers more time for correction and preparation. They wanted to make their children happier, inasmuch as they should have the resources which led to happiness. They wanted to do their best to put them on the road to get that education which might give them, as Milton said, that which fits men to perform justly, skilfully, and magnanimously all the offices, both public and private, in peace and war.

Following a discussion, Mrs. Starkie, who moved a vote of thanks to Mrs. Franklin, said the very essence of this mind training was the economical use of training. She commended the education in literature and music afforded by it. Professor Peyton, who seconded the motion, which was passed, commented on the love of reading shown by the young people of Ireland.

p34m475

Nov: 30. 1917.

A good deal of interest has been aroused in Miss Charlotte Mason's new scheme of education, which was explained to the students of the Training College, Marlborough Street, Dublin, on Tuesday afternoon, in the College lecture theatre, by the Hon. Mrs. Franklin. Lord Frederick FitzGerald presided. The Hon. Mrs. Franklin, who is Hon. Organising Secretary of the Parents' National Education Union, said that the founder of the scheme believed that her methods gave greater power of concentration and of individual learning, and greater simplicity of mind. Miss Mason did not believe in class distinction among children in education; she held that the right kind of liberal education should be open to all. It was as criminal to starve the mind of a child as it was to starve its body. Everyone interested in children believed that everything was not right in their educational methods; that often children when they left school had not the power of going on and educating themselves. They wanted to give the children of the poor especially the power of changing their thoughts from the worries of life to its joys. These powers were obtained by giving children interesting and arresting work, and that was given by Miss Mason's scheme. The teachers found that the system gave them more time for correction and preparation.

Finally, and this is perhaps the most important reason of drift away from an impressionist

zu dem beengten Garten des Hauses, um dort den Kaffee zu nehmen. Diese Gärten oft mitten in der Stadt und dem Blick von der Strasse her vollständig verborgen sind kennzeichnen die Zeit. In einer Ecke, ausserhalb der Heil-Thora-Lade, stehen zahlreiche orientalischen in ihren festem

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IRELAND.

During the week a good deal of attention has been directed to the claims of technical education in Ireland. In a paper read before the Chemical Association of the Royal College of Science, Dr. H. Garrett described the increasing need of technically trained workers that is felt by employers, and, on the other hand, the desire of apprentices to supplement the knowledge gained in the practice of their trade by the theoretical knowledge obtainable at the technical school. In some parts of the country great eagerness to benefit by the school is shown, young men coming in from homes six or eight miles out of town to attend evening classes—some of them doing the journey three times a week in humble ass carts. That this eagerness for knowledge really exists was confirmed by the testimony of speakers at a meeting held on Thursday at the Rathmines Technical Institute. The chairman told how the demand made some years ago for larger buildings had resulted in the building of the present institute, which they thought would have been big enough for the needs of students for 15 or 20 years. But a larger building is already needed. This would be a matter to rejoice over if money for enlarging the institute were available. But the school authorities have come to the limit of their financial powers. Will the Government help? There is nothing to be expected from the "equivalent" grant, Mr. Duke having definitely excluded provision for technical instruction from it.

Last week a party of educationists and sympathizers with educational reform left Dublin, on the invitation of the Rev. W. and Mrs. Blackburn, to attend a drawing-room meeting at St. Columba's College, Rathfarnham, for the purpose of considering the advisability of establishing a branch of the Parents' National Educational Union. There is a certain appropriateness in the entry of the P.N.E.U. into Ireland by way of St. Columba's, a school which owes its origin to what our super-patriots would call foreign enterprise. (The school was founded in 1843 by the Rev. W. Sewell, who also had a hand in the founding of Radley, and who is remembered as the Oxford tutor who publicly tore up and burned J. A. Froude's "Nemesis of Faith.") The cause of the P.N.E.U. was advocated by the Hon. organizing secretary of the union, the Hon. Mrs. Franklin, and her presentation of its claims resulted in the formation of a branch, which has already a membership numbering 23. Its establishment was proposed by Mr. J. Maxwell Henry, F.T.C.D., Registrar of the School of Education.

The address of the chairman, Professor W. T. Trench, was a notable appeal to parents to realize their responsibilities. "Never was the home, the family, the upbringing of children, of so great importance really as in the momentous epoch in which we live." We are in an epoch of revolution, and the revolution shows itself not only on the great scale which impresses the least politically minded, but in such social phenomena as the increase in juvenile crime and the widespread and varied movements . . . "in the direction of miscellaneous reforms; social reforms, changes in the government of Ireland, revision of the franchise," and so on. In such times there is a rapid transmutation of values: "The soul of a nation and the soul of a child" gain a new importance; "the new desire for self-expression" is welcomed as a sign of the development of the potentialities of personality. One of the hopeful features in recent educational theory is the recognition of the worth of personality. The child is encouraged to express his own personality, not the personality of the teacher. There must be limits, of course, to the child's desire for self-expression as there are to an adult's, and, one might add, the determination of these limits is probably the hardest task that the parent has to perform. But if parents will recognize that they are themselves "children, God's children," and that their "education is far from finished yet," there is reason for hoping that their difficult task may be performed well. It is to help them to perform it that the P.N.E.U. has been founded. For the first of the objects aimed at by the founder of the P.N.E.U. is the helping of "parents of all classes to understand the best principles and methods of education in all its aspects, those which concern the formation of character, as well as actual methods of teaching." Perhaps the thought occurred to more than one of the audience that if men and women of all classes were compelled to study the duties of parenthood before undertaking them, many enactments that interfere with parental liberty and are of questionable efficacy might speedily become obsolete. Certainly there would be no longer need of an Act to ensure children's attendance at school.

Finally—and this is perhaps the most important reason of all—the main cause of the increase in juvenile crime is the lack of a sense of responsibility in the home. The child is encouraged to express his own personality, not the personality of the teacher. There must be limits, of course, to the child's desire for self-expression as there are to an adult's, and, one might add, the determination of these limits is probably the hardest task that the parent has to perform. But if parents will recognize that they are themselves "children, God's children," and that their "education is far from finished yet," there is reason for hoping that their difficult task may be performed well. It is to help them to perform it that the P.N.E.U. has been founded. For the first of the objects aimed at by the founder of the P.N.E.U. is the helping of "parents of all classes to understand the best principles and methods of education in all its aspects, those which concern the formation of character, as well as actual methods of teaching." Perhaps the thought occurred to more than one of the audience that if men and women of all classes were compelled to study the duties of parenthood before undertaking them, many enactments that interfere with parental liberty and are of questionable efficacy might speedily become obsolete. Certainly there would be no longer need of an Act to ensure children's attendance at school.

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FEB: 1919.

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LIBERAL EDUCATION FOR ALL.

Lecture by Honourable Mrs. Franklin

Under the auspices of the Irish Principal Teachers' Union the Honourable Mrs. Franklin, sister of the Secretary of State for India, delivered, in the Central Hall of the Belfast Municipal Technical Institute, on Saturday, a most instructive lecture on "A Liberal Education for All." Mr. William Parr presided, and there was a good attendance.

The Chairman said what was wrong with education in Ireland seemed to him to be lack of initiative. A new era, however, was opening for them in that respect, and instead of being at the tail end of the educational system of other countries, they would once more stand in the forefront. The Press and the platform had been admonishing the teachers as to what should be done in the matter, forgetting that the fault did not lie exactly with the teachers, nor altogether with the Administration, but with the system that was being administered. Proceeding, he emphasised the importance of application to study on the part of pupils, and also the importance of the teacher respecting individuality while striving after class uniformity. In conclusion, the chairman expressed the sympathy of all the teachers with Mr. Jas. G. Espie, Portadown, on the death of his son, Lieutenant T. E. Espie.

The Honourable Mrs. Franklin, who was well received, said during the past five years, while the minds of the nation were riveted on other subjects, education had occupied great attention. In England a very revolutionary Education Bill had been passed, and secondary schools and training colleges had been filled as never before. The work of the Parents' National Education Union had also so progressed in the same period that they had to increase their staff and office accommodation. At present in England there were one hundred elementary council schools working on the lines and making use of all the examinations, as recommended under Miss Charlotte Mason's scheme of a liberal education for all. There were also two convent schools in the South of Ireland working after the same lines, having been introduced to them by one of their principal inspectors. Quite apart from the methods of teaching, and the results in the children, it was, she thought, a good augury for the future that the children of the Governor of Madras, the children of the people of the slums in England, and the children of the men and women of the cabins in Ireland, were learning to care for the same things, studying the same beauties of nature from the same point of view, and yet working out their own salvation. Who were the people with grievances?

Were they not the people who were unable to change their thoughts from the one idea—the people in London who could not turn their minds from the difficulty of getting servants, and the people there and elsewhere who could not get any other point of view except their own in the industrial struggle. How were they to help such people? That could be done only by giving them the power of changing their thoughts from the things that could not be helped at the moment to the things that really mattered. If people with grievances were made capable of having great thoughts, then great actions would follow as a consequence. In that way they could give to each class the same liberal education for all. “Why does the working man’s child need to learn Latin?” was a question that had been asked, and the answer was:—“for the same reason that the Cabinet Minister’s child learned Latin.” (Applause). They were not forgetting the utilitarian side and the vocational side of education when they insisted that the person who was going to be the clever engineer, or the clever cook, was the better engineer or the better cook, if he or she was the better person. There was no good in thinking of the tool they were going to wield if they did not think of the brain behind it. They were not going to bring up their children only to work to live. Children had to live, and they wanted to enjoy life and have interests so that leisure might be of some use to them. What was the use of shortening working hours, if they were to spend their time propping up walls. The children of to-day must be taught and trained that they would have an interest in and a love and an appreciation of music, books, and pictures. Proceeding, the speaker gave illustrations of the method employed by Miss Mason, who, she said, in her scheme of a liberal education for all had given a Magna Charta of education to the children. The same methods, the Hon. Mrs. Franklin added, were now being reproduced in the continuation schools, so that there was now a great ladder from the bottom to the top of the educational tree. Self-education, as had been remarked, was the only real education; all the rest was mere veneer laid on the surface of a child’s nature. It was impossible not to form the highest hopes of the results of the scheme as a whole, and everyone who had tested it looked to a great future for a liberal education for all.

A brief discussion followed, and

Mrs. Franklin, in replying, said without enthusiasm they could not expect success in any direction. But in teaching after Miss Mason's method the personal element was not so necessary as in the teaching after the ordinary system.

Two ladies in the audience testified to the excellence of the results secured by Miss Mason's methods.

On the motion of Dr. Deans, seconded by Mr. Wm. Knight, a hearty vote of thanks was accorded the Honourable Mrs. Franklin, and, on the motion of Mr. A. Gilmore, seconded by Mr. J. Rodgers, the Technical Instruction Committee were thanked for the use of the hall.

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THE QUEEN. MAY 1922

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THE HOUSE OF EDUCATION, AMBLESIDE.

By THE HON. MRS FRANKLIN.

I THINK many of your readers will be glad to welcome the "Parents' Review" for May—a Conference number. It contains a number of valuable articles: by the late Canon Rawnsley, by the Editor, and experts on the history, geology, birds and fungi, etc., of Ambleside. Possibly its chief treasures are two unpublished fragments by Wordsworth, contributed by Mr Gordon Wordsworth, grandson and literary executor of the poet, which add a fragrance to the whole.

Members of the Parents' National Educational Union and of the teaching profession, interested in the Mason methods of education, are having this month the unique opportunity of attending a Conference at the House of Education, Ambleside, the training college in connection with the Union. The veteran Principal of the College, Miss Mason, shows in this number of the Review her vitality and inspiration in educational matters. Those who are going to the Conference delight in the thought of meeting her, hearing her addresses, and seeing her principles carried out in the beautiful College.

Miss Mason founded the P.N.E.U. 34 years ago, and her method of teaching seems still to be as full of wisdom and value as in the early days of the organisation. People continue to join the Union in large numbers, and letters of inquiry are received from every part of the world; parents whose children are being educated in home-school-rooms in China, India, South Sea Islands and Kenya Colony, for example, find the Parents' Union School (a Correspondence School) very valuable, and the children like to feel that they are school-mates with children in big private schools in England, in boys' prepara-



"SCALE HOW": THE HOUSE OF EDUCATION, AMBLESIDE.

tory schools, and in the 200 public elementary schools which have adopted the P.N.E.U. methods and curriculum. This, too, applies to children brought up in the less remote, but often equally isolated, school-rooms in the British Isles.

Members of the P.N.E.U. who live in the neighbourhood of London or in areas where lectures are held receive free tickets to these lectures as part of the advantages of their subscription of 15s. 6d. a year. Among the subjects that lecturers for the P.N.E.U. have dealt with lately are: "The Need for a Knowledge of Physiology by Boys and Girls," "The Educational Value of the Drama," "Education for Parenthood," "Religious Teaching in Home and School," "Modern Psychology and Religion," "The Dangers of Knowledge," "Reading and the Choice of Books," "Home Influence in Music," etc., and among the speakers were: Dame Lena Ashwell, the Dean of St. Paul's, Sir Hugh Allen, Mus. Doc., Dr. Burnett Rae, Dr. William Brown, Mr Walter de la Mare, the Rev. C. A. Alington, D.D., Professor Winifred Cullis, O.B.E., etc.

It is thus seen that many sides of education are touched upon, and young parents receive valuable advice from doctors, psychologists, teachers and theologians as to the care of their children. At this moment when the claims of "liberty," which often becomes anarchy, are reiterated *ad nauseam*, wise counsel on the exercise of a loving authority is greatly needed. So, too, is the P.N.E.U.'s plea for mental food on which the mind grows and personality is formed, and which is a better foundation for self-expression—that other cry of the moment—than is sense education alone.

The co-operation of the heads of schools in the work of the Union is valuable. On a neutral platform parents and teachers may discuss such questions as school diet, hours of sleep, etc., and teachers and parents can compare their ideals, and the less thoughtful parents learn that the duties of school are not limited to care of the body and development of muscle.

The "Parents' Review" is now in its 33rd volume.

Finally—and this is perhaps the most important reason of all—there has been an increase in the main cause of the...

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All members receive this magazine. It contains from month to month, among the educational questions dealt with, articles on "Musical Appreciation," contributed by Mr Cedric Glover. The author deals with the life and work of the composer selected for study each term, and suggests which of his works children should have opportunity of hearing performed during the half-hour for music which forms part of the Parents' Union School time-table, and on the need for which the P.N.E.U. has insisted since first Mrs Howard Glover introduced the "Musical Appreciation" movement into our homes and schools some 30 years ago.

The "Parents' Review" also offers similar suggestions with regard to giving the life and discussing the style of the artist set for the term's work. Six reproductions of his works are specially prepared for the Union, and are used by children in all the forms. Children, even as young as six, have ten minutes a week "Picture Talk," and thus a generation of young people is growing up for whom "Pictures" have not only one meaning and who are ready to enter into their heritage of art.

When one has an opportunity of talking to the children in Yorkshire or Gloucestershire, etc., who are working in elementary schools on Miss Mason's system, one finds they share with the rich the message of great artists and learn to see with an understanding heart the glories of nature in trees, birds and flowers. "I never noticed the flowers before Miss X. came" (the teacher who adopted the P.N.E.U. methods); or "I love Fra Angelico." or "The



STEPS IN THE GROUNDS AT AMBLESIDE.

is my favourite"—these are the things one hears. The Parents' Union School is an integral part of the P.N.E.U., though all the members do not avail themselves of the School. Children who have been in this school from 6 to 18 are now going forth into the world with, as we believe, principles of conduct gained from a wide reading in history, literature and geography, and minds ready to face some of the problems of the day, helped by an insight into the course of history, both here and in other countries. Literature, history, civics, everyday morals, are some of the subjects which, together with languages, music, art, nature, handicrafts, form a liberal education, presented as they are through the medium of good books, chosen with the experience of a life-time as to what children will like. The children read aloud from these books and subsequently reproduce by narrating or in written form. This trains their powers of attention and concentration and gives them originality of mind and powers of imagery which come only from exercise

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A WALK IN THE GROUNDS.

Showing distant mountains; Lake Windermere lies away on the left, the House of Education being up on the hill.

of the mind on great and vital thoughts. There are many new plans for interesting children and for giving them opportunities of self-expression and self-development. Miss Mason teaches (and the P.N.E.U. members realise the truth of such teaching) that if ideas are presented to children in a literary form, their natural love of knowledge asserts itself and no other incentive is needed to arouse interest. There are hundreds of teachers who have adopted Miss Mason's methods, and who are able to testify to what they claim to be little less than a miracle—the natural development of the children; the joy they take in their lessons, their quiet self-discipline and un-selfconsciousness, just because their minds are occupied with thoughts other than themselves, their ailments, worries and "feelings."

At the Conference at Ambleside from May 29 to June 1, those who attend can see for themselves how the lessons are given, and have an opportunity of looking at children's examination papers. They would find how well the children could "reproduce" after once hearing, and see how this concentration and attention are obtained.

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A few photographs of the House of Education, Ambleside, the training college for Miss Mason's teachers, show the beauty of its situation. The internal beauty of the college, the atmosphere of plain living and high thinking, are never forgotten by those students, who spend, as they say, "the two happiest years of their life there." Attached to the College is a Practising School with about 30 children, and the students' curriculum includes work in this school, criticism lessons, lectures on psychology and physiology, etc., languages, and handicrafts, while great stress is laid on a study of nature lore. Indeed, nature notebooks of the House of Education have made a reputation for themselves.

The demand for these teachers is very great, and any well-educated gentlewoman would find here a delightful career and certain employment after her two years' training. Mothers value the help given them by these governesses, who not only are able to make the home-school-room a happy one, but through

nature-lore, scouting, and handicraft, make playtime also joyous. Above all, these governesses are expert in knowledge of character-training; they understand the discipline of habit, and know how to leave the children alone and to practise "masterly inactivity." As there is no preparation for the lessons the children have time for their hobbies; they have leisure and are educated in a wise use of it. There is little nagging or scolding and "telling" in the P.N.U.S. school-room. Mothers, through their membership to the Union, share the principles of the teachers.

Ambleside governesses command a salary commencing at about £100 a year resident, with the usual school holidays. They do not take entire charge. For the empty purses of to-day that seems much; but we are realising more and more the necessity of sacrificing personal pleasures for the sake of the coming generation, and mothers feel it a comfort in their busy lives to know that their children are with someone who is working on the lines they also believe to be right. In many homes co-operation takes place—families share a governess, and this makes the salary question easier and gives the children the advantage of companionship. Little classes start in this way all over the country; very quickly they become schools, and in some cases grow to be very big schools, the elder pupils of which enter the universities and professions with distinction and success.

It is not only for home school-rooms and small classes that the demand for Miss Mason's students is great. They often go as teachers in large schools, and many careers of great responsibility are being opened up to them—including at the moment a post as one of His Majesty's Inspectors under the Board of Education.

A report of the Conference will appear in these columns, and particulars may be had from the Secretary, P.N.E.U., 26, Victoria-street, S.W.1. Readers are strongly advised to get Miss Mason's books—"The Home Education Series." These may be borrowed from the lending library at the central office by any member. Callers may also see there a number of interesting pamphlets, including "The Child as Person," by Miss Mason; "Training Citizenship," by Miss Faunce; "Thought-Turnin" and "Why Little Things Matter," by Dr. H. Webb.

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WATFORD & W. HERTS
OBSERVER
JULY 1972

THE CASSIOBURY "WEEK."

WOMEN AND EDUCATION.

In connection with the National Council of Women "Week" at Cassiobury, the earlier proceedings of which are reported on page 5, an entertainment was given on Wednesday evening. It was entitled, "Stories and Songs of Many Lands." The teller of the stories was Miss Marie Shedlock (the fairy godmother), and the singer of the songs, Miss Beatrice Spencer.

Thursday was devoted to education, and three meetings were held. Miss Fergie, M.A., of the Executive Committee, presided over the public meeting held in the afternoon, when the Hon. Mrs. Franklin gave an address on "The Principles and Work of the Parents' National Educational Union."

The Chairman, in the course of her opening remarks, said that the present system of education had been reviewed and criticised by everybody. Some thought that the many educational societies that existed for the furtherance of some special subject or aspect of education were healthy signs. Equally healthy and promising were the many experiments that were being made at the present time at schools.

Mrs. Franklin said that she had been hon. secretary for about 30 years of the Parents' National Educational Union, and she had been for a good many years a member of the Executive Committee of the National Council of Women. The Union, she said, was a Union of Parents, but it had also put in its programme that all who were interested in education were welcome as members. They had teachers of every kind and grade as members of the Union, the objects of which were to bring about greater co-operation between parents and teachers. They wanted young parents to join the Union, and not gain their experience of children from their first child. One of the principles of the Union was that a child was a person whose rights were to be respected, and had the right to a wise bringing up and training; that it was a person whose power was to be respected so that they did not boil down knowledge and peptonise it in a way that they had nothing to grind their teeth on or grow on. The

speaker went on to deal with the programme of the Union. She said that they had a Parents' Union School, and there was hardly a spot in the world where they could not find children working in the Parents' Union School. (Applause.) There were so many methods employed now to give children joy in learning. There was a natural desire in every human being of every class to know. It was not possible to grow strong and well on exercise only. They must have gymnastics, games, swimming, and other things to exercise the body, and they must have food to make that body that had to be exercised. They could not bring up an intelligent and well-fed human being, they could not make a personality which welcomed ideas and thoughts by exercising their faculties only, they must have food. That was one of the principles of the Parents' Union School. They had discovered that every child, provided it was normal, had the same hunger for knowledge, and the same power for taking it in. The Union believed that it was doing a great work for the good of the country and the good of the children. There was in every class an ability to form opinion roughly. If they were honest with themselves, was it not true that their opinion was just a repetition of what somebody else had said? The Union believed that in giving children open doors in many directions they were helping them to grow. They gave them a love of nature, rich and poor alike. They believed that without help or suggestion they would not walk through the door or love nature as they should. Young girls and women now went to dances or cinemas every evening, and boys and young men who went to clubs were open to a great many temptations because they had not had their eyes or ears opened. In some of their schools they heard of children taking the school books to read. If they went to some of the scholars they would see that when an idea struck a child it was very keen and eager to reproduce it. Many of those present would not be directly in touch with the direct teaching work of the Union, but as parents in their own homes they would get helpful education through belonging to the Union, which believed in training children in obedience, unselfishness, and truthfulness. They would be able to help their own children, and see that they got a liberal education and well-fed mind. (Applause.)

Finally—and this is perhaps the most important reason of all—the main cause of the com-

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At a later meeting Miss Lena Ashwell spoke on "The Drama as a Factor of General Education." Mrs. Trayfoot presided. The evening meeting was in co-operation with the Educational Guild of Great Britain and Ireland, the speaker being Professor T. P. Nunn. Reports will appear in our next issue.

EXHIBITIONS.

There were several exhibitions in various rooms. Among the features of the loan exhibition, which was under the direction of Mrs. Bromet, were a water colour picture of Cassiobury, by Turner, lent by Mr. Morland Agnew; the christening robe of Charles II., lent by the Hon. A. Holland-Hibbert; Early Victorian crinoline dress, lent by Mrs. Harcourt; George I. prayer book and Bible, lent by Miss Burchell-Herne; 14th Century MSS. and two suits of armour, lent by Mr. Doyle Penrose; the casket presented to Lady Clarendon by Irish friends in 1851; a collection of carved ivories; a Chinese wedding bonnet, and a miniature bell of Queen Elizabeth's time, lent by Mrs. Bromet; Rowland Hill's seal, dated July 12th, 1839, lent by Mr. G. Havinden; Old English needlework cabinet, 1660, lent by Mrs. W. R. Woolrych.

In the modern handicrafts section, which was in charge of Miss Beatrice Woodhead, were to be seen exhibits of leather work, needlework, painted tin and woodwork, pottery; a selection of work in enamel and copper, from the Watford School of Art; etchings, by Mr. A. R. Scott; landscape photographs; metal work, rope yarn work, stuffed animal toys, rock plants in paints, pots, lace, and embroidery.

There was an exhibition of children's school work, under the direction of Miss Baxter. The exhibits were by the St. Andrew's Infant School, Leavesden-road; Infant School, Parkgate-road Junior and Senior Schools, the Special School, Victoria Manual Classes, Holyrood School, Victoria Girls' School, and Alexandra-road School. The most interesting exhibits were a Tudor Village, by the Parkgate-road Senior School; the Old Market Hall, burnt down in 1853, Watford Old Vicarage, and the Almshouses, by the Holyrood School; a paper model of the Eskimo, by Class 8 (aged 7 and 8 years), of Victoria School; and a model of St. Albans Abbey in strip woodwork and cardboard, to scale, by Parkgate-road Senior School (average age, 11 years).

An orchestra, under the direction of Miss Alice Harford, played very enjoyable selections each day. The Watford Volunteer Band, under Mr. T. Cox, rendered a good programme on Tuesday.

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It is not only the shortness or dulness of memory that makes such a continuous homage difficult. Habit, as Plutarch said, is almost second nature, and the natural tends to become mechanical. Seeing the memorial every day, it will be hard not to treat it as a mere piece of mural decoration. We cannot command our emotions to keep young and fresh as well as habitual. Similarly with regular prayer. It is easy to say one's prayers—it is not at all easy to pray, at morn and eve. The two ideas of regularity and spontaneity conflict. Without regular prayer—no prayer; very few indeed pray occasionally, when the spirit moves them. Most people either pray habitually or not at all; and yet, habitual prayer tends to become perfunctory—outward mechanism enters into the most inward of our experiences. And this remark does not apply only to ourselves; nor is it a question of long or short liturgies. In Churches, the short Paternoster may be recited quite as mechanically as the long Eighteen Benedictions in Synagogues. It needs strong and resolute determination to use fixed forms devoutly and with spiritual attention, to treat the printed words as our own, to put our personal feelings into sentences of which we are not the authors, to adapt old phrases to the thoughts and hopes of the new moment, to infuse spontaneity into routine.

* * * * *

But we are not helpless in the matter, there is a way towards reconciliation. Two phrases in the Mishnaic 'Chapters of the Fathers' give the clue. 'Make not thy prayers a mechanical habit'; 'Make thy Torah a fixed habit.' The same Hebrew is used in both cases—it means a matter of regularity, fixedness, habit—something to have and to hold, for 'habit' comes from the Latin 'habere,' to have, to hold.

* * * * *

How profound is the Rabbinic psychology! It is far simpler to control the intellect than the emotions, to read a chapter than to pray a sentence. What we feel often opposes what we think. We can redress the balance by thinking more, and more accurately. We can thus, as it were, rationalize our emotions, making them servant instead of master.

*Daily Readings from the Old Testament. Arranged by NETTA FRANKLIN and LILY H. MONTAGU. (London, Williams & Norgate, 1922)

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We can apply a principle of control by filling our mind with great thoughts. Great thoughts never remain merely intellectual, they affect our sentiments and ideals. Beginning as elements of knowledge, they transform themselves into motives for conduct, into inspirations of life. Great thoughts cast out small emotions. They leave no room for them.

* * * * *

The beauty of it is that there is no danger here of 'mechanism.' On the contrary. The formation of a 'habit' of reading the Bible (to keep to our special topic) is a most valuable educational asset. In his delightful 'Talks to Teachers,' William James analyzes this aspect of what we call habit. 'The aim of education,' he says, 'is to make useful habits automatic.' This is unquestionably true. By automatic one means, in this context, that which is free from conscious effort. William James adds: 'There is no more miserable human being than one in whom nothing is habitual but indecision, and for whom the lighting of every cigar, the drinking of every cup, the time of rising and going to bed every day, and the beginning of every bit of work, are subjects of express volitional deliberation.' So with our readings. They must be a set task: as regular as the coming and going of days. We must not leave it to the passing inclination. We must make it automatic. For this is the wonder of it. The 'act' of reading may be made, must be made, a routine. But the reading itself need not, cannot be mechanical. After the death of Moses, Joshua was exhorted: "Meditate in the book of the law day and night." Is this to make the book itself part of the mechanism of routine? Listen to the author of the 119th Psalm: 'O how I love Thy law—it is my meditation all the day.'

* * * * *

Great literature, the more we meditate on it, the more we love it. Does anyone ever tire of a drama like the Eumenides of Aeschylus, or of an oration like Plato's Apology of Socrates? I regularly slip one of the convenient Loeb Classics into my pocket. That constitutes the routine; but my enjoyment is not part of the routine. For, time does not wither nor custom stale the infinite variety of such supreme works of genius. With the Bible the case is stronger, because amid all great literature, the Bible is the greatest. Some books are great for their form and style; others for their subject-matter. The Bible is great from both aspects; its form is perfect, its subject-matter sublime. All that we need is just

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to make it a habit to read, with a little guidance in the selection of passages. This is what the authors of 'Daily Readings from the Old Testament' have provided. And they have provided it in just the right way. 'Certain people know,' they truly say, 'that the Bible contains beautiful and helpful passages, but they do not know where to look for them.' This book offers suggestions where to look. It is a happy mean between a too casual and a too rigid choice. The arrangement is by months and weeks—and within these ranges the reader is wisely left to make the daily selection for himself. Thus, there is something left for the reader to do, much but not all is done for him. The authors are helpful, without encumbering their readers with help. I will not go into details, but will say in general, that not only are the passages well selected, but the short introductory explanations are adequate and instructive. They supply just that amount of suggestion that enables the reader to peruse with intelligence and profit the passages quoted. Not that the passages are quoted textually. Only the references are given. It is a good thing to have to turn up the passages in a complete Bible. We see the context as well as the quotation; and, reading what the authors suggest, we will probably go on and read more.

* * * * *

I have said that the habit of reading the Bible is primarily an intellectual affair, and therefore not difficult to cultivate. The first thing needful is knowledge of the Bible, and this knowledge can only be acquired by steady, regular reading of the book. But the value of the habit does not end with knowledge. Let us look again at Joshua. 'This book of the Law shall not depart out of thy mouth, but thou shalt meditate therein day and night, that thou mayest observe to do according to all that is written therein.' The Rabbis poured just sarcasm on the student who acquired knowledge which did not affect his conduct. How can one read the great texts of the Bible without becoming better for them? Read to act—said our ancient teachers. We might put

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it more generally, and say read in order to idealize life. If I go forth to my day's work with a sacred thought in my mind, my day's work is dignified. It becomes part of the universal life. Its pettiness is exalted. If I go to my night's rest again with a sacred thought in my mind, then my sleep is sweet, and (despite Freud) my dreams are pure. Man's rising up and lying down are more than alternation of physical activity and physical exhaustion. For it is into God's hand that we commend our spirit, when we sleep and when we wake. If at dawn and eve the word of God is in our mind, the trust in God will not be far from our heart.

* * * * *

That is the moral. Is it hard to pray? It is not so hard to read the Bible. Make thy reading a fixed habit, said Shammai. Do we imagine it will end there? Can we turn over the pages of the Bible, its laws, its histories, its prophecies, its proverbs, its love songs, its psalms, and not be moved by them to pray? Prayer is written large over every page of the Bible. Let me cite William James again on habit: 'The more of the details of our daily life we can hand over to the effortless custody of automatism, the more our higher powers will be set free for their own proper work.' This applies to our present discussion. Make your reading automatic—and your higher powers are set free. Out of routine comes freedom of the spirit, and that freedom will and must exercise itself. This exercise finds its most efficient, its most compelling expression in prayer. If we make our Bible-reading a habit, our prayer will force itself from us at morn and eve: the only mechanism will be our heart-beats. Every one of them will impel us towards communion and adoration. Show me the one who knows his Bible, and I will show you the one who understands prayer.

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Ed

DURRANT'S PRESS CUTTINGS,
 St. Andrew's House, 82 to 84 Holborn Viaduct,
 and 8 St. Andrew Street, Holborn Circus, E.C.

Illustrated Chronicle

Westgate Road, Newcastle-on-Tyne.

Cutting from issue dated 29 Apr 1920



The Hon. Mrs. E. Franklin, hon. organising secretary of the Parents' National Educational Union and member of the National Council of Women. (Bassano.)

Finally—and this is the most important reason of all—there has been an increase in the main cause of all which...

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This little book, by two ladies of the Hill Street Synagogue, belongs to the type characterized in older Jewish phraseology as 'small in content, great in intent.' I do not know whether the authors intended it, but for myself I lay stress on the first word of their title: 'Daily Readings from the Old Testament.' If there is one thing on which the Hebrew Bible insists, it is just this duty of a daily approach to God and meditation on His word. To cite one or two passages out of many, Daniel 'kneeled upon his knees three times a day, and gave thanks before his God, as he did aforetime.' It was clearly his regular habit. So exclaims the Psalmist: 'Evening and morning and at noon will I pray and cry aloud.' The same desire for regularity was felt by our mediæval Hebrew poets. Ibn Gabirol, who came nearest to the Psalmists in spiritual genius and lyric grace, opens one of his invocations with the lines:

At the dawn I seek Thee,
Refuge, rock sublime;
Set my prayer before Thee in the morning,
And my prayer at eventime.

This desire for a constant, unbroken sequence is so natural that it passes over into other relationships. Just as the sacred poets would have us remember God at dawn and sunset, so the secular poets would have us remember at dawn and sunset those who are with God. As you step into the portico of the British Museum, you may see the memorial erected last month to those youthful members of the Staff who fell in the War. And this moving verse by Mr. Binyon, himself a Museum official, is inscribed on the wall:

They shall not grow old,
As we that are left grow old.
Age shall not weary them,
Nor the years condemn.
At the going down of the sun
And in the morning
We will remember them.

So simple and yet so hard! Sentimental memories are short. Only in Keats' Greek vase can the man for ever love, the woman be for ever fair. It is too much to hope that their Museum comrades will remember the heroic dead whenever they go to and from their work. The daily round will dull the edge of their memory.

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LAUDATION OF YOUTH

By Lily H. Montagu

IT IS THE CUSTOMARY THING TO-DAY TO isolate youth from the rest of the population and to pay them homage *qua* youth. It is not because I am old that I deprecate this habit. I think it creates an altogether false set of values.

The estimate of youth, when based entirely on the birth certificate, is extremely misleading. Who has not known the crusty cynic of 27?, and the objectionable old woman who has kittenish ways?, the admirable grandfather or grandmother who has retained the power of vision which he has carried from youth without letting it become blurred in any way?, and the young man of 25 who has the poise and self-control of a thoroughly mature personality?

If we are bent on computing age from the birth certificate and from nothing less realistic, we should refrain from the flattering laudation in which so many platform speakers and writers of newspaper articles indulge. It is delightful to be young and to have the hope of a long life before us, and the physical and spiritual energy to make full use of our opportunities, but the accident of birth is in itself not meritorious.

The attitude of a large section of the population to-day suggests that a boy or a girl must necessarily be a fine person, a hero or a heroine, because he or she is young, and deserves our utmost praise whatever he is or does. This attitude of mind can produce moral and spiritual inertia among young people. Why need youth bother if achievement must come to them automatically, without any effort on their part?

The old are necessarily hopeless;

they are in disgrace. I maintain that some young people deserve the epithet of greatness and some old people are utterly contemptible, but age alone does not make them so. If we continue to praise young people because they are young and to despise the thoughts and feelings of the old, because they are old, the young will be more and more afraid of growing old, futile artificiality will be invoked to combat the passage of time, and in the fury of the fight no one will recognize how ridiculous it is. Old age will lose any suggestion of dignity or serenity.

Moreover, a foolish antagonism is growing up between people of different ages. We invite young people to join our committees without the slightest idea of patronage, but because we need their co-operation. They join us as intellectual pugilists. They will fight for their rights which we have not the slightest intention of denying them. They will make themselves heard. We do not want in the least to silence them. Often the opinions of some young people are shared by some of the old people who desire their co-operation. But youth are segregated by public opinion and are advised to be distrustful. Why?

The wise man of any age when asked which is the best period in human life answers "the present"; for every age can be abundantly endowed with blessings. The man who believes himself created in God's image thinks he has "forever" in which to develop his personality. Because God is the Eternal God, man can progress infinitely and feel himself all the time near to his Divine Father for whom a thousand years pass as a flash.

Finally—and this is perhaps the most important reason of all—the main cause of the antagonism is the fact that the young people are not allowed to have any voice in the decision of the old people. The old people are not allowed to have any voice in the decision of the young people. The young people are not allowed to have any voice in the decision of the old people. The old people are not allowed to have any voice in the decision of the young people.

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Liverpool Daily Post & Mercury
25th Sept. 1925

The New President of the N.C.W.

The Hon. Mrs Franklin, who has been elected unopposed to the position of president of the National Council of Women, is a daughter of the late Lord Swaythling. Like so many of her co-religionists, she is deeply concerned in everything that has to do with the progress of women in a legitimate way. "Forward, but not too fast" would be a suitable motto for her. Married at nineteen, forty years ago, she is mother of four sons and two daughters, the elder of the latter a doctor, and she has homes in Bayswater and in Donegal. The women of the Montagu family always have been more than commonly interested in forward movements, and Miss Lilian Montagu, the youngest sister of Mrs. Franklin, has a long record of public service to her credit. It was a sister-in-law of the ladies, the Hon. Mrs. Gerald Montagu, who wrote the Jewish play "Yetta Polowski," that was played at the Fortune Theatre last spring.

Finally—and this is perhaps the most important reason of all—there has been an increase in the main cause of the com-

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Carlisle
Journal
5th March
1926.

Mrs. Donald, in opening the meeting, said it was a red letter day for them to have present the Hon. Mrs. Franklin, their National President, who was also hon. secretary of the Parents' National Educational Union. Mrs. Franklin had come to them fresh from her visit to Africa where she had addressed many meetings.

RESPONSIBLE FOR MANY REFORMS.

The Hon. Mrs. Franklin, in the course of her address, said it was a great pleasure to her to visit such a strong branch as was the Carlisle branch of the National Council of Women. She had known Miss Creighton, their past President, for many years, and knew what a valuable work was being done at Carlisle. (Cheers.) Dealing with the work of the National Council of Women at home, she said she welcomed all the societies which were working in the interests of women. She felt it was strength to the National Council of Women that there should be more and more societies which became affiliated to them. One of the reasons why it was really worth while belonging to the National Council of Women was because thereby they became educated, and also became more useful members of society. They not only had their horizon extended, but they were definitely instructed through the medium of their organisation. (Cheers.) Each one of them was a worker, and they had certain advantages over men. (Laughter.) Men were trying to imitate them through the Rotary Clubs, but these clubs allowed only one representative of each profession and each kind of work, and therefore it was only one person in each group who became an educated human being in this direction. (Laughter.) They wanted more members for the National Council of Women. The Council had definitely been responsible for many reforms which, perhaps, did not bear their name, but which originated at their meetings or conferences or through the continuous hammering at the door of State departments. (Cheers.)

THE WORK ABROAD.

Turning to the work of the National Council of Women in other countries, she said that not the least part of their education was that they were very often led through seeing things in other countries to realise what they had in their own country. They very often did not recognise the value of things they had at their own doors until their attention was called to them. This also was one of the advantages of being one Council amongst a great many others. (Cheers.) The friendliness one met with from sister Councils abroad was very stimulating. (Cheers.)

Mrs. Franklin, in reply to the members of the

members of the National Council of Women in China and India were natives, and in India it was through the native ladies that Councils had been formed there.

Miss Creighton, in proposing a vote of thanks to Mrs. Franklin, said it was the education given at the conferences of the National Council of Women that was so very useful. The motion was seconded by Mrs. Franklin and heartily carried.

The motion was seconded by Mrs. Muckley and heartily carried.

Finally—and this is the most important—there has been an increase in the main cause of the commission.

sondere Ehre annehme, wenn Lord Samuel ja zusagen ein- mal mein „Landesherr“ war. Ich bin natürlich als erster Kommissar der Kommission zu dem Hause, um die zu nehmen. Die mitten in der Sitzung. Der Blick von der Seite, die ich verbringe, ist die altärztliche

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VOTELESS WOMEN.

TO THE EDITOR OF THE TIMES.

Sir,—I feel compelled to ask for space in your columns to emphasize two points about which there seems great confusion in the public mind, fostered, possibly, by a certain section of the Press.

First, "that there is no demand" for equal franchise as between men and women: I have the honour to be president of the National Council of Women of Great Britain, an organization of 83 branches, and representing by its affiliated societies 145 national organizations. It is not an *ad hoc* society for suffrage only; it exists to foster reforms necessary for the social and educational well-being of the country. Therefore the unanimous vote in favour of equal franchise passed in council assembled in Brighton, 1924, and again in London, 1926, where there were over 900 delegates present, should answer the question as to whether there is a demand among thinking women for this reform.

Educationists and social reformers alike view with anxiety the fact that the enthusiasm aroused in the school-girl for service to her country is allowed to "fizzle out" in the 12 years before she can become a responsible citizen—if circumstances allow it even then. They also feel that the increased freedom accorded to the young girl without the steady influence of responsibility which the vote brings cannot but react in an unsatisfactory way, and may be the cause of much that is deplored in modern life. It is surely not well that the sisters and friends of the young men with whom they have shared educational opportunities, and with whom they are often working side by side, should find a shut door in the one case and an open door in another, through which the citizen is asked to enter, and by means of which he receives all the education that the elector receives through public meetings, &c.

The second point about which there seems to be widespread misunderstanding is that in considering the five million unenfranchised women the inequality is presumed to be based on age alone. There are almost two million (this is the Home Secretary's own "rough estimate") unenfranchised women who are over 30 and who are voteless because they are not married to a man voter or occupy a house or unfurnished rooms. This number includes a large body of educated professional women—clerks, teachers, &c.—who live in their parents' homes or in furnished rooms, and their unenfranchised condition should appeal to everybody's sense of justice and fair play.

In conclusion, I am certain that the Prime Minister will fulfil in the letter and in the spirit the pledge made on his behalf by the Home Secretary on February 20, 1925, in the House of Commons—namely: "The Prime Minister's pledge is for equal rights, and at the next election. I will say quite definitely that means that no difference will take place in the ages at which men and women will go to the poll at the next election."

I am, Sir, yours faithfully,

H. FRANKLIN, President, National Council of Women of Great Britain.
50, Porchester-terrace, Hyde Park, W.2,
April 8.

The Times
11th April
1927

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